DOCUMENT RESUME

ED 089 185 CG 008 787

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TITLE Student Development Made Operational.
PUB DATE Nov 73
NOTE 20p.; Paper presented at the Southern College Personnel Association (Nashville, Tennessee, November 8, 1973)

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *College Programs; Educational Change; Program Guides; Progressive Education; Speeches; *Staff Role; *Student Development; *Student Personnel Services

ABSTRACT

This paper defines student development as a concept, not a program. It provides four organizational models for student development: (1) the single program where all staff are assigned the same responsibility and carry out that responsibility in ways which are quite similar; (2) the program where two or three people are assigned the responsibility for student development; (3) the creation of a Student Development Center whose responsibility it is to carry out the program for the entire campus; and (4) the pluralistic approach wherein each department (or staff member) is conducting a program of student development. Goals of student development are defined as follows: (1) to provide opportunities which have potential for impact on all students; (2) to create a campus climate conducive to learning; (3) to foster personal growth; (4) to enhance students ability to maintain satisfying human relationships; (5) to assist students in the development of their decision making processes; and (6) to broaden the perspectives of students through a multiplicity of activities. (Author/HMV)

ED 089185

STUDENT DEVELOPMENT MADE OPERATIONAL

A Paper Presented

at the

Southern College Personnel Association

Nashville, Tennessee

November 8, 1973

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Staff Development - Student Development

It is my proposition that staff development is a prerequisite to student development. I also hypothesize that getting staff to change their attitudes and styles of relating to students is truly the challenge for anyone having responsibility for initiating or leading student development programs. The recognition of need for change, of course, starts with self.

Staff development is critical - one university organized for student development - yet after one year, the organization collapsed because of lack of attention of staff development.[4] Another - two years - then reorganized. They both reorganized - then the leadership stood back and said, "See what a good thing we've done" and expected the organization to make the people go instead of realizing that it is the people who make an organization go. Reorganize for cooperation and encourage separateness or vice versa. Encourage cooperation and structure separateness in contrary to what we know about what motivates and the behavior of professionals. For a staff to have a common understanding and a basic developmental approach in carrying out their responsibilities, it is mandate that they have interaction and contribute to those understandings and approaches. Staff integration is simultaneously a goal and an open-ended process. I started with one understanding of student development, but have changed rather rapidly over the past years. I am sure the same thing will be true with staff understandings - they too will change.

Student Development - A Concept, An Approach . . .

Now let me eliminate the mystique about student development by saying what it is not as well as what it is. Student development is not a program. I think this dimension is what too many people look for; and when they don't find it, they are left somewhat bewildered. When we say it is a program, we look for a defined concrete situation which we can recognize and say, "This is our student development program." In fact, student development is not a program; it is a concept. It is an approach. Student development is a way of looking at your job and your relationships. Student development is designed to assist individual students and to employ all of tne techniques available to us in working with people. Student development involves all aspects of the university, not just an Office of Student Development.

Peer Influence - A Major Aspect of Student Development

Group work has tremendous potential for working with everyday normal, healthy students. (Dr. Olds - fear of manipulation - peer grouping as a valuable tool). I feel one of the most important forces which colleges and universities have is that of the positive utilization or peer influence. All of the studies that have been done in psychology, sociology of groups, delinquent gangs, and even with paranoid schizophrenics, indicate that peer pressure, even over such critical things as personal identity, make a tremendous difference in the behavior of a group's individual members.

Knowing that peer pressure is present, knowing that it is possibly the most powerful influence in the lives of people at the college age, it is my expectations that we work with this powerful influence and use it for positive growth and development of students.

Organizational Models

We recognize that one organizational model for student development may be more readily adaptable on one campus than another. We also recognize that one organizational model may contribute more directly to the achievement of one campus' student development goals than another model. Existing personnel are also a factor to be considered in establishing an organizational model. Reorganization and new responsibilities often free and inspire people to be productive as they have never been. Reorganization and new responsibilities often cripple or incapacitate others. Extreme consideration should be given to reassignment of people and responsibilities.

From my studies of student development organizations, I have identified four basic models: The first model is that of the single program. All staff that participate are assigned the same responsibility and carry out that responsibility in ways which are quite similar. The second is that of a small number of people, usually two or three, who are assigned the responsibility for the student development program. Their job is to encourage cooperation between Student Affairs units and encourage individual units to participate in a student development program. The third model is that of a Student Development Center. It is the Center's responsibility to carry out the student development program for the entire campus. This model is usually staffed by a group of up to ten people. The fourth model is a pluralistic approach. In this model, each department or for that matter each staff member may be conducting a program of student development. However, the staff has a commonly developed and shared understanding of the approach to be used and why it is used (As per Dr. Olds knowing "why" is the key to acceptance). Most Student Affairs offices have any number of

developmental activities going on. The goal of a pluralistic approach is to increase the cooperation, ccordination and number and quality of such undertakings.

Pluralistic Approach:

The age group with which we typically work is at a time in life when they are being faced with many situations and decisions which cause their personalities to become much more complex. They are placed in tenuous positions to make complex decisions. It is at this time in life that I see student development initiating any number of ways to assist the individual student to integrate his increasingly complex personality. It is not possible to work with each individual. We know, however, that most are willing to pay the price for membership into organizations to which they want to belong. We can utilize ways of working with each individual separately or in groups. Don't misunderstand me, the one-to-one relationship, in certain situations, is perhaps the only way to work with a student. However, groups of many kinds are possible. Fact finding groups, task oriented groups, leadership groups, study-skills groups, you name it; there is a way to connect with each student. There are ways which an individual member of a staff can find to either fit into or create programs utilizing a student development approach.

The extent to which a staff is limited in implementing a pluralistic approach to student development is a function only of the staff's limitations of initiative, creativity, and willingness to innovate and experiment. Probably, another limitation is our desire to stay the same. It is much more comfortable to work in ways with which we are familiar. However -- "push-pull or get out of the way."

Most Student Affairs offices still have "traditional responsibilities" which they are charged to carry out; however, they are not charged to carry them out in traditional ways. As a part of a staff's renorming, we can develop the norm to carry out our "traditional responsibilities" through a student development approach. Let me emphasize that working within a staff determined approach does not keep an individual staff member from carrying out his job to reflect his individuality, his personality, or his professional training.

May I also suggest that a student development program have some behavioral objective which will be observable and a subsequent way of determining if that behavior was a result of our efforts. We need to know the effect which our approach and activities have on students.

Staff Development for the Pluralistic Approach

During my first year at Mississippi State University, our student development organization was a new organizational arrangement and I was the first Dean of Student Development. I immediately attempted to involve the entire staff in the planning of a single program - type student development program. A number of meetings were held and such a program was planned and instituted in the Spring 1972 semester. The program was labeled "Toward Becoming".

As we opened the Fall 1972 semester, I felt that we had made tremendous progress in the initiation of a "student development program". At my first full staff meeting, I discussed staff responsibilities for the Toward Becoming program. The responses from both returning and new staff indicated that indeed we had not made tremendous progress and perhaps even

had some misconceptions about student development. Concern and anxiety were readily evident. In response I set up a mid-year workshop. The purposes of the workshop were: (1) establish specific goals for an Office of Student Development, (2) develop an understanding for the goals established, (3) create staff identity and unity, (4) establish principles for the attainment of student development goals, (5) involvement of all staff members, (6) individual staff assessment and development. The methods of accomplishing these purposes were: (1) utilization of diagonally constructed small groups, (2) use of common reading material, (3) use of off-campus location for retreat, (4) use of consultant to structure the workshop.

The format of the workshop consisted of breaking the staff into diagonal groups of nine persons each. Every attempt was made to have no person in a group working directly for another person assigned to that group. The workshop lasted four days.

Discussed in the diagonal groups were: (1) the history of Student Affairs at Mississippi State University, (2) current status of the Division of Student Affairs, (3) directions for the future of student development at Mississippi State University. The diagonals generated statements on each of the three topic areas. Approximately one-half day was devoted to topics 1 and 2 and the remainder of the workshop dealt with topic 3. Each of the diagonal groups generated goals for a student development program, and each group shared their goals at community sessions. Through this process, I identified common goals from all four groups. Each of the diagonal groups then selected one of the ten common goals for implementation. At that point the diagonal groups became task

oriented groups to the goals which they had selected. Each diagonal provided a progress report at least daily and solicited suggestions and comments from the total group. At the close of the workshop, each diagonal submitted to the total staff their plan for the achievement of their goal. At this point there is relatively good staff participation in our student development programs with a general broad understanding of the goals and objectives, philosophy, and concept of a pluralistic approach to doing their traditional responsibilities. There is much greater understanding and acceptance of the concept of student development than there was prior to the mid-year workshop. Our workshop was a norm developing workshop.

Student Development Goals

Our staff developed these goals. We had reorganized, reassigned responsibilities and really as a staff did not re-norm. Therefore, last year's mid-year workshop was held for the purpose of developing norms for our staff.

Student development is a concept - an approach to education. It is pluralistic in nature and thrives best in an atmosphere of egalitarianism, and collaborativeness. It is essentially pro-active. Consistent with this concept the goals of student development are:

1. To provide opportunities which have potential for impact on all students.

   A pluralistic approach to student development takes into account that development takes place in a variety of ways by offering a variety of programs and approaches that have potential

to aid human development. Therefore, all students no matter what the implications, circumstances, or needs, may benefit from student development efforts.

2. To create a campus climate conducive to learning and intellectual growth.

The increasingly impersonal treatment of students on the campuses of American colleges and universities, particularly the large state universities, has often left these campuses lacking the kind of atmosphere conducive to learning in the intellectual growth that existed in colleges following the English model. The impracticality of following the English model in a society where college education is available to the masses makes it necessary for us to devise other methods for restoring the emphasis on learning and intellectual growth. It is imperative that we work toward such a climate on our college campuses not only to maximize the opportunities for learning during the students tenure, but to develop attitudes and patterns of behavior that will make learning a life long pursuit after graduation.

3. To foster personal growth as experienced through increased self-awareness, self-identity, self-expression, and the achievement of emotional stability.

Adolescence, the stage of development at which a majority of students enter college, is a period in which people in general are emotionally less stable than in other stages of development. Adolescents have a fairly limited self-awareness, and are usually

seeking self-identity. In addition, going away to college is usually the first extended stay away from home and thus is a major step toward independence. Therefore, college growth occurs at a period in a person's life when his personality development calls for the individual to experiment with new attitudes and styles of living. It should be a goal of the college to make college life an opportunity for positive personal self-identity, express himself freely, and begin to achieve a degree of emotional stability.

4. To enhance students' ability to maintain satisfying human relationships and to improve their effectiveness in working with others toward common goals.

College provides opportunities for students to relate to others in an atmosphere that it quite different from what most are used to experiencing. They may participate in fraternity parties, professional and service organizations, and special interest groups, and most are living away from home for the first time. Therefore, it becomes very important for students to develop skills in relating to others so that they may maintain satisfying human relationships and learn to work effectively with others, both during their college years and afterwards, in a society that is becoming more peer oriented and less oriented toward the family in authority.

5. To assist students in the development of their decision making processes so that they might optimally utilize their freedom in a democratic society.

An important aim of educational institutions is a democratic society to educate the citizens so that they may exercise their freedom to make decisions in an independent responsible matter. The ability to make decisions in this matter maximizes the benefits of the individual living in such a society and insures the survival of the democratic system itself.

6. To broaden the perspectives and understandings of students through the provision of a multiplicity of activities.

An educated man is one who not only understands his own field or speciality but has a breath of understanding in other areas. In order to enhance and broaden the learning experience, the college education should include activities ranging from recreational to cultural, to intellectual, to informative, to entertaining, and to spiritual.

We had a pre-school workshop in which we taught norms. Plans have been made for a workshop later this month to again bring the staff, returning and new, together for another renorming session. This time it will be much easier because returning staff have the norms into which we will induct the new staff members.

Now let me both summarize and consolidate some thoughts. Student development is a philosophical concept. First and primarily it should be considered basically educational and secondarily service. This means we view our role as educators. If we are not teaching a specific discipline, then what do we teach? What can we teach? Teaching has two major

aspects - process and content. This leads us to a position that our primary educational role will concern itself with process, i.e., how people learn. Our ultimate success in the mastery of content is determined principally by attitude about and competence in the learning process. If you have success in solving problems, positive feelings about something ventured, something gained; you will engage in the process. Our educational role then, is to engage each student in the process of his own education as rapidly as possible. (Not secondhand symbols, but firsthand experience). We set the stage for students' learning process by the very process that we use in relating to them. Develop a process where students become involved in producing not consuming. Learning is an active, highly individualized process. The student really can't get an education, he must produce it and if we can involve students in their determing the process of their education, (Dr. Olds - not a spectator but a participator), we may do more to revolutionize education than the invention of the printing press. What happens if the receiver of an "F" grade would take the instructor to task for not teaching?

A major concept of student development is to "expand students' freedom of choice and their ability to exercise that choice."[6] We need to free their minds from worrying about the choices or decisions which they face by assisting them to develop and refine processes for making those choices.

Another major concept of student development is, "we don't need to be asked to make a difference; we need to develop the temperament and the skills to take risks, to reach out, to make a difference in someone's life who doesn't ask you to do so."[7] This does not mean to "butt in" or to interriere", but rather to be sensitive enough, aware enough, and concerned enough to make a difference, and that's what it's all about--making a difference.

APPENDIX A

This appendix contains examples of what different staff members consider to be developmental programs in their respective areas. While the programs themselves are not unique per se, the approach which staff members use in working with the students is developmental. They are all trying to involve the students in the process of their own education, developing self awareness and concern for other people. Simultaneously, they are assisting the student to make a success (in his own terms) of his college experience.

STUDENT DEVELOPMENT PROGRAM FOR FRESHMAN STUDENTS
Office of Residence Life

Vocational Guidance and Counseling

Purpose:

1. To make freshman students aware of various career fields and the job outlook in these fields.
2. To assist students in determining their level of aptitude in various career fields.
3. To assist students in comparing their interests with the interests of successful persons in various career fields.
4. To assist students who have not selected a major in choosing a major field of study.

Resources to be Used:

1. Residence hall staff
2. Counseling Center
3. Placement Office personnel
4. Faculty

Procedure:

1. Survey freshman students:
   a. To determine students who have not selected a major.
   b. To determine which students would like vocational counseling.
   c. To determine specific career fields in which students would like information.
2. Sponsor programs of vocational counseling using the Counseling Center personnel.
   a. Meet with those students desiring vocational counseling and demonstrate the use of instruments such as the Stong Vocational Interest Blank and various aptitude tests.
   b. Administer these instruments to those students who desire to take them.
   c. Interpret tests to students.
   d. Use small groups to discuss the meaning of test results.
3. Use the Counseling Center's "no majors" small group program for those students who indicate they need assistance in selecting their major.

4. From survey results, have the Placement Office present programs of information about career fields including job outlook in that field. Placement Office may want to use job interviewers and faculty in presenting this information.
5. Ask students to evaluate the program.

DEVELOPMENTAL PROGRAMS WITH FRATERNITIES

We believe that the most developmental program in fraternity life right now is the program of study-skill groups that was operated with one of our fraternities last semester, and which we hope to expand to the other fraternities. As you will remember, the Counseling Center worked with a pledge class in an attempt to improve the grades and the number of pledges eligible for initiation. The pledge class was broken into small study groups, and personnel from the Counseling Center, as well as active members of the fraternity, worked with the groups. The overall result was a substancial grade point average improvement over pledge classes of previous years.

VOLUNTEER SERVICES DEVELOPMENTAL PROGRAMS

Head Start and Day Care Centers Programs

We feel that the most developmental program in the Office of Volunteer Services to be our Head Start and Day Care Center programs. Here there is an opportunity for MSU Volunteers who are majoring in elementary education, special education, educational psychology, social work, sociology, etc., to receive "on-the-job-training" in their particular area of interest. Volunteer Service affords a student a valuable means of testing classroom learning against reality, and enhances formal education with work experience. Day Care and Head Start Centers serve as laboratories for our volunteers and help put into focus career goals and institute useful work-related experiences.

Students who volunteer in this program have an opportunity to work with individuals or with small groups of children. They assist with games, art activities, song sessions, story telling, etc. This program gives the volunteers an opportunity to learn, to know, and to grow, and in doing so, share a part of themselves with an individual less fortunate than they. In addition to helping others, this program helps the volunteers to face problems and discouragement, to strive for creative solutions, and to evaluate their own strengths and weaknesses.

We feel the Day Care and Head Start Program to be an integral part of the total development of a student volunteer.

UNIVERSITY UNION DEVELOPMENTAL PROGRAM

International Bazaar

The Union Program Council annually presents the International Bazaar. Local residents lend various artifacts and flags which they have collected from all over the world to display. Murals are hung behind the display tables to add stmosphere. Gift items are ordered on consignment to sell in the International Gift Shoppe. The French Cafe is decorated and filled with delicious pastries. The Bazaar is open for two days to the students and to the public to view and enjoy the decor of the room. Films from various countries are shown throughout the day. Embassies send pamphlets, books and posters which are displayed and sold during the fair. During the first evening an International Cultural Show is presented with presentations from international and local students and faculty members.

The cultural interchange has no limit. The students on the Holiday Entertainment Committee request the International House to recommend five international students to work with the Bazaar. Obviously, these students learn and grow by cooperatively planning and conducting such an event.

INTRAMURAL PROGRAMS - DEVELOPMENTAL ASPECTS

Intramurals at Mississippi State considers its primary purpose one of education. Education, the expansion of a student's own awarenesses, comes through contacts, opportunities and experiences.

The primary objectives of our program can be summarized into five areas: the social, emotional, mental, physical and recreational development of every individual that we contact to his fullest capacity.

Another aspect of intramurals is the involvement of students in the actual organization and functioning of the program. The Intramural Council, which includes some seventy-three members, works not only in the decision making processes, but also as communicators between our office and the student body. Also, the Intramural Executive Council works along this same line, however, with more emphasis placed on leadership and decision making. Of course, the majority of students also participate in the program's activities and receive those benefits too.

We offer the opportunity for a selected number of students to work as paraprofessionals in our program. These number approximately fifty-five and are used as graduate assistants, activity supervisors, officials, work crews, and office personnel.

In summary, few offices in Student Development have the opportunity to offer, on a daily basis, to so large a number of the student body, so many means for a student to expand his awarenesses and realizations of every day life.

COUNSELING CENTER DEVELOPMENTAL PROGRAM

Project HELP

Project HELP, a telephone answering and referral service, represents outreach in a broad sense. The spectrum which it encompasses includes bringing in the services of professionals, both community and campus trained in areas relating to psychology and human relations. These individuals contribute their expertise in training new volunteers and in serving as back-up persons to assist the volunteers.

Volunteers are sought both from the campus and the local community. This enables individuals who feel a need to engage in meaningful and helpful activity to find expression for their need. Many of the volunteers are students of the behavioral sciences who find practical experience to be derived from working for Project HELP. Therefore, it contributes to their professional growth. The training sessions provide a learning experience in meaningful communication with other human beings. It focuses on listening, acceptance, and empathy, areas which should have beneficial carryover value in the volunteer's own life space.

The entire concept of Project HELP is developmental in outlook. It provides a service for an individual when the need arises rather than focusing after a crisis has been precipitated. This is exemplified graphically by the Project's outreach to the elderly. In this phase elderly or infirm individuals are encouraged to call in daily. If they do not call in, a volunteer calls them and if they cannot be reached, a neighbor is called to go and physically check on their welfare.

STAFF DEVELOPMENT

An example of staff development in a pluralistic approach is our basic in-service training for the staff for potential roles as group facilitators. The basic training approach follows the philosophical, theoretical, consultant and actual experential group model. In order to do an adequate job of training the staff met twice per month for three months. The first half of each session deals with the philosophical and/or theoretical position with the last half dealing with the experential model. Below is the outline of possible topics and consultants:

<u>Philosophical/Theoretical:</u>

The Extensional Group Model
The Roles of the Leaders
Functions of Group Leadership
Controls for the Group Process
Catalysts to Interaction (Verbal and Nonverbal Confrontation Techniques)
Teaching Group Membership

Suggested Consultants:

Student Affairs Staff Competent in Group Training
Graduate Faculty from the Guidance Education Division
Staff from the Business Personnel Management Division
Any Available Off-Campus Consultants

STUDENT DEVELOPMENT

Another example of student development centers around the new student who feels lost and uncertain when he first arrives on campus. This development centers around a program especially designed and molded for new students meeting with a group of eight to ten other new students with either an upper classman or staff member from the Office of Student Development acting as a group facilitator. Our program offers the opportunity for new students to meet others, acquire new friendships, hold meaningful dialogues, and have an opportunity to share feelings and expectations and assist one another to succeed.

Such groups meet once every week or as often as they so choose on a regular basis. They hold informal discussions and interactions which are the main theme at each meeting. Periodically, several groups combine meetings to allow for broader contact and exchange of ideas. Every effort is made to achieve an equal distribution of men and women in each group. So that there would be similarity in groups, it is suggested that a separation of groups by freshmen and transfers exist. The program should be strictly voluntary and should last as long as the group feels a need for such interaction.

APPENDIX B

PRINCIPLES

Principle 1: To initiate a campus wide student development concept starting with staff to develop agreement on staff understandings of the concepts of student development.

Principle 2: Involve your total staff in the development of your institutional definition of student development to facilitate a shared understanding and acceptance of the approach the entire staff will use in carrying out their responsibilities and in their relationships with one another.

Principle 3: Encourage an examination of priorities of existing functions in light of new understandings by staff of student development concepts in carrying out traditional responsibilities.

Principle 4: Identify and publicly recognize activities which are already student development in nature and give recognition for same.

Principle 5: Reduce the feeling of territoriality in carrying out traditionally assigned responsibilities. Develop a feeling of staff unity and involve the skills of any staff member regardless of his organizational assignment in the student development efforts of any other organizationally or functionally recognizable area of your Student Affairs organization.

Principle 6: Encourage staff members, not only to ask where they can help, but to ask for help from other staff members.

Principle 7: Develop a continuing staff training program to educate staff to the student development approach in carrying out responsibilities.

Principle 8: Never assume your total staff has any particular level of training. Assess the level of training that your staff has for utilizing different techniques in implementing a student development approach. Encourage them to get involved in whatever level they feel comfortable. If the assessment indicates the level of training is low, then institute an in-service education program to raise individual staff member capabilities to implement student development concepts.

Principle 9: Orientation of staff to your student development concepts must be done annually if not each semester. The amount of staff turnover that normally occurs necessitates periodic orientation. This allows new learning and insight that individual staff members have developed to be introduced into improving and updating the total staff's understanding of your particular student development concepts.

Principle 10: Be prepared for some staff turnover following the initiation of a student development approach to carrying out responsibilities. It is inevitable that some staff members may never intellectually understand and/or accept a student developmental approach and will create a vacancy either at their request or at yours.

Principle 11: A student development program should open the student up more to expose what he has learned about himself to himself.

Principle 12: A student development program should assess the developmental status of each student.

Principle 13: A student development program should utilize curricular offerings for credit courses on personal (student) development. A course or courses of this nature could be taught in such a way as to make them very personally rewarding for the student and provide some concrete ways of sampling the student's understanding of himself and others.

Principle 14: A student development program should encourage each student to determine the kind of person that he is and plan how he will become the person he wants to become.

Principle 15: A student development program is a program of "Toward Becoming", realizing that a person never totally becomes what they are striving to become, but that a student development program would cause the individual to strive toward becoming.

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